

CMC31 B



plcmc 31B

226-1-1

An abstract ink drawing on a light, textured background. The composition features several dark, textured, irregular shapes, possibly representing foliage or abstract forms. These shapes are connected by thin, dark, curved lines that sweep across the page. The overall effect is one of dynamic movement and organic form.

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Proids -
+ what they have to do
with on Janother.

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf from an old book. The paper exhibits significant water damage and staining. There are several large, dark, irregular stains, most notably a large one in the upper right quadrant and another in the lower right quadrant. These stains appear to be the result of liquid being spilled on the page and then dried. Additionally, there are several smaller, lighter brown spots scattered across the surface. The page is framed by a dark border, which is likely the edge of the book's cover or the binding. The overall appearance is that of a well-preserved but aged and damaged piece of paper.

B

Abou. Words.

A great difference between people and all ~~that~~ living creatures is, that people speak to one another with words.

Other creatures ~~speak~~ ^{use} with many signs and sounds, but they have not words to tell ^{us} their meaning to each other.

All human beings, however savage they may be, speak with words.

Savage people have not many words, for they have so few things to think about.

do not need words
as they

that they ~~cannot~~ have ~~not~~
~~a great deal to say.~~

There are many things
that a savage could not
talk about at all. Because
he would ~~know the names~~
~~suitable words of the things~~

There are so many, and
such suitable English words
that it is possible to talk
about anything in English.

It would take one ~~two~~
whole days to count all
these words & every day
new ones are added
to the stock.

If we had these words

written on different slips
of ~~paper~~ ^{card} to be counted, we
might ~~put~~ ^{divide} them ^{into} ~~one~~ ^{eight}
sets. because they are of
~~one~~ ^{eight} sorts.

That is, they are all words,
as all fruit is fruit; &
they are made of ~~the same~~ ^{different}
letters & have different meanings,
as all the apples on a tree
have different shapes: but
besides this, there are ~~one~~ ^{eight}
different kinds of words, just
as apples, pears and plums are
different kinds of fruit.

When we talk, we take words out
of either set, just as we want
them to make sense.

First Part.

Lesson I.

Words put together so as
to make sense form what
is called a sentence.

Barley oats chair really
good and cherry -
is not a sentence, because
it makes no (n) sense.

Tom has said his lesson, -
is a sentence.

It is a sentence because it
tells us something about Tom.

Every sentence speaks of
some one or of something, and
tells us something about that
of which it speaks.

So a sentence has two parts, -

- (a) The thing we speak of.
- (b) What we say about it.

In our sentence we speak
of 'Tom'; we say about him
that he 'has learned his lesson'.

The thing we speak of is
often called the Subject,
which just means, That-which
we talk about. If you were
to talk about your doll,
the doll would be the
Subject.

To be learnt.

Words put together so

as to make sense form
a sentence.

A sentence has two parts,
that which we speak of,
and what we say about it.

That which we speak of is
the Subject.

Exercises

1-5 in Book & C.

6 Find the subject in each
of these sentences: (John Gilpin
16-19 - Chas
Murray)

Lesson II,

There may be but two words
in a sentence - the thing
we speak of, & what we say
about it.

John writes.

Birds sing.

Mary sews.

We speak about 'John'.
We tell about him that he
'writes.' &c. &c. &c.

These words, writes, sing,
sews, &c, come out of one
group set; & the words in that set
are the chief words of all;
for this reason, we cannot
make sense and therefore

cannot make a sentence
without picking up one
of them to put in.

They are called Verbs,
which means words, because
they are the chief words of all.

All the Verbs in the
set are either about being
something, - or is

I am hungry.

The chair is broken.

The birds are merry. -

Or they are about doing
something. -

Alice writes.

The cat mews.

He calls.

^a
We cannot make sent^{ences} with
out a Verb.

'Verb' means a word.

~~Verbs are the chief words.~~

~~Verbs are about being some
thing. - He is sleepy. -~~

~~or about doing something.~~

~~He runs.~~

~~Verbs state what the subject
does.~~

~~Verbs state what the subject is
doing.~~

All verbs tell either what person or thing does, or what a person or thing is.

Lesson III.

John writes. Birds sing.
Mary sews.

We know that John, birds
& Mary are the subjects
of things we speak of in
each sentence.

You can tell something
more about them, -

John is a boy's name.

Mary is a girl's name.

Birds is a name given to
feathered creatures.

So John, Mary and birds are
name-words.

As ~~every~~^{all} persons & most things
in the world have names, you

can imagine how many
name-words there must be.

Think of all the names of
persons you know -

Of all the names of places -

Of all the things you have seen -

Of things you have heard &
cannot see, such as music & noise.

Then of things that you can
only think about, such as
obedience & gentleness.

You could easily think
of hundreds of name-words
belonging to things that
you know yourself. ^{are}

The name-words make
the largest ^{group}-set of words.

We call them Nouns, because
 the Roman people called
 them 'No men'. Their
 word for a name.

*a word which comes
 from the Latin word nomen
 which means a name*

Name-words are called
 Nouns.

Lesson IV.

A short-lesson, for it is
 about the smallest of the
 nine sets. - a set that
 has only three words in it.

They are very little
 words.

They do not mean any
 thing.

Their use is just to point out
 the nouns or name-words.

They cannot come into
 a sentence without a noun.

Because they are as
 useless without their nouns
 as your finger would be with-
 out your body, they have a

name which means

'little joint.'

They are called articles.
Articles always stand
before their nouns. (though
sometimes some other words
get in between).

Now that you know all
about them, you will be
able to find them out for
yourself, and put one
before. -

- eagle flies.
- man walks.

You can say, 'An eagle flies
or, The eagle flies.

A man walks, or, The

man walks.

Articles point out
Nouns.

The articles are, a an,
the.

Lesson V.

21. ~~Another~~ lesson about words that belong to nouns.

~~These are more useful than the articles, for they~~ often tell us what the noun-things are like.

They are called Adjectives because they are added to nouns.

They often come between the noun and its article

A good boy.

Sometimes they come after the noun.

The boy is good.

Some adjectives tell what a thing is like. - That is, they describe:-

A sweet orange.

The boy is tall.

Other adjectives show the number of things:-

Three books. The first snow-drop.

Nine boys. The third shelf.

Other adjectives have no particular meaning:-

Some apples. Any cheese. The other hat.

This knife. These

scissors.

But we can always
tell they are adjectives
by their belonging to nouns.

Adjectives belong to
Nouns.

Adjectives tell some
thing about the nouns
they belong to.

Lesson ~~4~~ 5

We know that a sentence
has two parts.

The first part, the thing
we speak of, is called
the subject.

Our subjects have been
name-words, or nouns.

And we have put with
them ~~articles~~ adjectives.

The second part of a
sentence is, we know,
what we tell about the
subject.

This second part is often
called a predicate - a word
which simply means to

~~Something~~
 tell about. If you say -
 The day is fine. you
 predicate, or tell, some
 thing about the day.

Try how many things
 you can predicate, or
 say about - George.

George { eat his dinner.
 played on the beach
 is a good boy.
 is kind. &c.

These are predicates, because
 they are what we predicate
 or say about George.

The Verb is always
 in this part of the
 sentence.

Sentences often have
 only a Verb for the
 Predicate.

Your little sister Alice
laughed.

What we say about the
 subject is called the
Predicate.

To predicate means
 to tell about a thing.

Lesson ~~XX~~

An interesting thing about verbs is, that they go in families. That is, to every verb there are five or six words.

To do is a verb, and some of its words are,

do, did, does, doing, done.

Be is a very busy and useful verb.

Is, are, was, were are some of its words, and if you notice how often you meet with them when you are reading, you will see how many

predicates they must help to make.

Notice, they only help. Some verbs can predicate or tell something about a subject by themselves.

John reads.

But if we say John is or John was. we do not make sense.

John is what?

John is a boy.

Here we have a noun to help make the predicate.

John is good.

Here we have an Adjective.

Is and a noun make a
predicate.

Is and an adjective
make a predicate.

Lesson ~~the~~ 7

The table is round.

The wall is high.

The blind is red.

We speak of the table.

We say about it that it
is round.

✓ 'Table' is the subject.

'Is round' is the predicate.

Round is an adjective;

therefore it must belong to
a noun. What is round?

The table. So 'round' belongs
to the noun 'table'.

All these adjectives, though
they are away from their
nouns, & in the predicate

yet they belong to the
Nouns all the same.
Make six sentences
about the sofa with is
and an adjective -

The sofa is large.

The sofa is green.

The sofa is wide.

The sofa is soft.

The sofa is new.

The sofa is handsome.

We might make these into
one sentence by turning the
six predicates into one.

The sofa is - now say
the adjectives all one after
the other. But put and

between the two last.

When we write several
sentences turned into one
in this way, we put and
between the last two
adjectives, and a comma
after each of them, except
the one before the 'and'.

The sofa is large, green,
wide, soft, new and handsome.

Adjectives must
always belong to nouns.

Lesson ~~IX~~

In this lesson we shall speak of the same things; that is, we shall have the same subjects for our sentences. table, wall, curtain.

But instead of one table, we shall speak of several, & our subject will be, not; the table; but, the tables.

So the difference will be in the number of things we speak of.

When we speak of a single one, we say table. If we mean more than

one, we say tables. The word for one thing you know; it is single, or singular - that is, one by itself.

The word for more than one may be new to you. It comes from a Latin word that means more.

We say name-words are plural when more than one thing is meant.

If the number of things we speak of is more than one, the noun is in the plural number.

If the number of things is just one, the noun is

in the singular number.
Singular nouns are
generally made plural
by adding s.

When the number of things
^{meant} is more than one, the
noun is in the plural
number.

A noun that means
one thing is in the
singular number.

Lesson IX.

We shall take our old
sentences, only the subjects
shall be plural.

The tables is round.

The walls is high.

The curtains is red.

Your ear tells you this
the ^{it} is wrong in a moment.

You want to change the
verb is into are.

This is rather odd, for
is and are being both
words of the Verb Be;
have just the same
meaning, only we always
use are when speaking of

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more than one thing.
that is, with plural nouns.

~~friends~~
The reason is that the
verb and the subject are
great friends, and agree
together so well, that if the
subject changes into the
plural number, the verb
does the same.

Notice, you do not want to
change the article, or the
adjective. You say

The table is round, &
The tables are round.

It is only the verb
and the subject that agree -
if the subject be plural,

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the verb must be plural
too.

The verb and the sub-
ject must agree.

If the subject is
plural, the verb changes
to be like it.

X

Lesson ~~XX~~

Most-verbs change in rather an odd way, to match the subject.

They do not change the word altogether, like is and are in the verb to be - but only the last letter.

You noticed that most nouns are made plural by adding 's'.

Well, it seems as if the verb and the subject could have but one 's' between them.

When the noun is singular and does not want the 's',

X

we find it added to the verb. -

The dog walks. The boy reads.
But - make dog plural, that is, put an 's' to it, & you will see the verb can no longer keep its 's'.

We cannot say
The dogs walks. but
The dogs walk.

Many verbs are made plural by taking 's' off the singular.

Lesson XII.

Tom is good.

We speak of Tom.

That which we speak of is called the subject.

Because subjects are always the names of the things we speak of, they are in the naming case.

Case means condition.

If a little boy is hungry, he is in hungry case.

if he is sleepy, he is in sleepy case. if people

are in trouble, it is a sad case.

And because subjects are always

naming, they are in the naming case.

Can you

Perhaps you remember the word the Roman people used for name. turn the 'a' into 'o' and put an 'n' at the end of our word, & you have ~~it~~ nomen.

Just as we call our name words nouns from their word. So we call our naming case.

nomin - ative case.

from then word nomen

The subject is the name of the thing spoken about.

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It is in the nominative
case

Nominative means
naming.

Second part -Second Part,Lesson I.

The orange is nice.

The orange was nice.

Is and was you know,
are both words of the verb Be.

If you use the sentence
with 'is' you ^{are} ~~are~~ eating
the orange now. ^{Speak of}

If you say was, you ^{have} ~~have~~ eaten
it at some past-
time. ^{alone}

The verb ^{alone} shows this differ-
ence in time; none of the

other words change.

You may always tell by

looking at the verb, whether
a thing happens at this
moment, or whether it
is finished & done, or
whether it is going to be
done at some future time.
Now, this moment, we call
the present time.

The minute that has just
gone & yesterday, &c. is past time.
In a minute, & to-morrow - is
future time - time yet to come.

Verbs show these three
times, so we say they have
three tenses.

Tense is the Latin word for time.
Verbs have three tenses.
present, past and future.

Lesson II.

Other verbs do not change
for time like is, are; was
were in the verb Be. But in a
way which is
called regular.
We say walk, walked
call, called

look, looked.

Most verbs change in this
regular way, that is, they
add 'ed' to show the past
time.

For many other verbs there
is no rule; they change
quite irregularly - as
tell, told - & go, went
which you would hardly
think belonged to each other
at all.

Verbs cannot shew the
future time without help.

The boy will write.

The girl will go.

The orange will be nice.

The verbs write and go
and be are helped by
the verb will, and
between them, they
shew the future time.

Many verbs add 'ed'
to shew the past time.

When 'will' goes with
a verb, it shews future
time.

Lesson III.

You remember that we
may make a sentence with
only two words - a name-word
for the subject, and a verb
for the predicate.

Birds sing.

John walks.

But there are some verbs
that we cannot use with-
out a name-word after
them.

We cannot touch without
touching something or take
without taking something.

Henry broke - what?

His cup or his stick or

the jug, but if he breaks
he must break something.
So there are some actions
that must pass over from
the doer to something else.

This kind of Verb is
called Transitive - a
long Latin word which
means to pass over.

If you tear your
pocket, the action of tearing
passes from you to the
pocket, so tear is a transitive
verb.

The other verbs we call
not-transitive - only as
transitive is a Latin

^{also}
word, we must use the
Latin word for not, which
is in.

Tom sleeps.

He does not sleep any-
thing. The action of sleeping
stays with himself - so
sleeps is an intransitive
verb.

When an action is done
to some person or thing,
the verb is transitive.

Transitive means to pass
over.

The action passes.

✓

Lesson IV.

The name-word that comes after a transitive verb is called the object.

If you break your doll or cut your finger or take a walk, doll and finger and walk are the objects, because

doll is the object broken.

finger is the object cut.

a walk is the object taken.

Now you have a new name for part of a sentence
 that little boy - - Subject.

tore - - Predicate.
 his kite - - Object.

which is a part of the predicate.

A Transitive verb does not make sense without an object.

John hurt - we want to know what? his arm.

Then arm is the object.

A Transitive verb must have an object to make sense.

Lesson V.

Mary plucked the flower.
Plucked what? - the flower.
flower is the object - without
which 'Mary plucked' would
not be a sentence.

Flower, you know, is a noun.
Because it is a noun, it has
an article to point it out.

It might also have
adjectives -

Mary plucked that lovely blue
flower.

Mary plucked some flowers.

Mary plucked a great many
flowers.

Because the name word that
the transitive verb takes after
it is always the object, it
is in the objective case.
That is, it is in the condition
of being the object.

Objects may have words
belonging to them.

Objects are in the object-
ive case.

✓ Lesson VI

It sometimes happens that a noun has another noun, the name of a quite different-thing, going before it as an adjective might.

This first noun is always written with an 'S' after it - not joined to it as if it were plural, but with a comma between the 'S' and the word.

A comma placed so is called an apostrophe - a word which means to turn away - and it is a sign

that some letter has been turned away.

The bird's wing. was once
The birdes wing.

The 'e' has been turned away & the 's' kept with an ' to shew the place of the 'e'.

When two nouns come together in this way, the first-thing whose name is written with the 'S' always owns the second.

The dog's collar. The 'S' to dog shews that it owns or possesses the collar.

For this reason such nouns are said to be in

the possessing or
possessive case.

When one thing owns
another, the name of
the owning thing is
in the possessive case.

Lesson VII

These possessive nouns
may go before the subject.
We may say -

Mary's brother is tall.
~~Where~~ 'brother' is the thing
we talk of, that is, the
subject - & 'Mary's' is the
possessive noun that goes
with it just as an
adjective would.

Sometimes they go
with the object.

Henry broke Lucy's cart.

Broke what? - the cart.

& Lucy's is the possessive
noun that goes with the

object as an adjective would.

Lucy and cart - are of course different things or Lucy could not own the cart.

If we were speaking of two or three boys, & said the boys' hats - we should put the ' after the s instead of before it - so we should know that it was ^{2 or 3} boys who owned, & not a boy. Possessive nouns may go with the subject or the object.

Plural nouns have the ' after the s.

Lesson VIII.

Of course if two nouns that mean the same thing come together, they must be in the same case.

Laura the doll has a blue dress.

Where 'Laura' and 'doll' are two names for the same thing, & therefore both words are in the same case.

There is one verb about which rather an odd thing happens. The noun that goes before it and the noun that comes after it are always two different

names for the same thing.

We say - Henry is a little boy.

Hammers are useful tools.

Mary was a foolish child.

Mary and boy

Hammers and tools } are two names

Mary and child } for the same thing.

You know that these words is & are and was all belong to the verb Be. and it is the only verb in which this happens.

The ^{name} word before & the name word after the verb Be are always in the

same case, because they are two words for the same thing.

For this reason, a name word after the verb 'Be' cannot be an object. but is just part of the predicate.

Different names for the same thing in a sentence are in the same case.

2

Lesson IX.

You remember that verbs are of two kinds - the transitive verbs that cannot make sense without an object. & the intransitive verbs that cannot have an object.

Uncle went -

He could not went any thing, because went is intransitive & cannot have an object.

There is however a family of little words much attached to intransitive verbs. which, though they

have not much meaning in themselves, are very useful, because one of them cannot come into a sentence without carrying an object after it.

Uncle went - is not very good sense - we must see what can be done to give it an object.

We cannot say -

Uncle went Brighton. - but, Uncle went to Brighton.

Uncle went with Aunt.

" " by rail.

" " in a carriage.

" " through the fields.

Uncle went over the wall.
 " " near the horse.
 " " for a walk.
 " " into his room.
 " " beyond Broadwater.

These words always take
 objects after them. &
 because their place is before
 the object they are called
prepositions.

Position, you know, is
 another word for place.
 and pre. is the Latin word
 for before.

A preposition always
 has an object after it.

Lesson X.

Prepositions and their
 objects do not always
 come into a sentence as
 the friends of the predicate.

Sometimes they belong
 to the subject.

The house on the hill has
 green shutters.
 Sometimes they belong to
 the object.

Henry fed the horse with
the long tail.

Indeed they are very civil
 & come into a sentence just
 where they are wanted. only
 on one condition. the two

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must always go together
you cannot have a preposition
without its object.

As the name-words that
come after prepositions
are one kind of object, they
are in the objective case.

All objects are in the
objective case.